

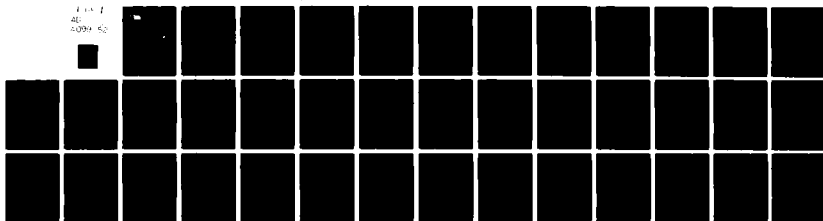
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EDUCATION CAREER LADDER, AFSC 751X0, VOLUME II.(U)
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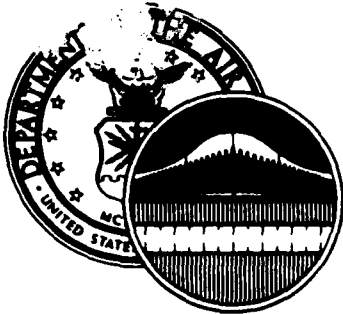
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UNITED STATES AIR FORCE

OCCUPATIONAL SURVEY REPORT



EDUCATION CAREER LADDER,

AFSC 751X0, Volume II

AFPT 90-751-408

FEBRUARY 1981

VOL. II OF IV

MAY 19 1981

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OCCUPATIONAL ANALYSIS PROGRAM
USAF OCCUPATIONAL MEASUREMENT CENTER
AIR TRAINING COMMAND
RANDOLPH AFB, TEXAS 78148

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PREFACE

This report presents the results of a detailed Air Force Occupational Survey of the Education (AFSC 751X0) specialty. The report was requested by the Classification Branch of the Air Force Manpower and Personnel Center (AFMPC). The primary objective of the survey was to provide current data on jobs and tasks performed by career ladder members. Authority for conducting occupational surveys is contained in AFR 35-2. Computer outputs used to analyze the information for this report are available to operations and training officials.

Dr. Raymond E. Christal, formerly of the Manpower and Personnel Division, Air Force Human Resources Laboratory (AFHRL), designed the computer programs used to analyze the data. The programs were written by the Computer Programming Branch, Technical Services Division, AFHRL.

The United States Air Force occupational analysis program originated in 1956 when the Air Force Human Resources Laboratory began initial research into developing the methodology for conducting occupational surveys. In 1967, Air Training Command established an operational occupational analysis program which produced 12 enlisted career ladder surveys annually. The program was expanded in 1972 to produce surveys of 51 career ladders each year. It was expanded again in 1976 to include the survey of officer utilization fields, to permit special management application projects, and to support interservice or joint service occupational analysis.

The survey instrument used in this project was developed by First Lieutenant Andrew Mellors, Inventory Development Specialist. Mr. Guy Cole directed the analysis phase of this three-specialty study. Dr. Henry C. Lindsey and Mr. James B. Keeth analyzed the 751X0 survey data and wrote the final report. This report has been reviewed and approved by Lieutenant Colonel Jimmy L. Mitchell, Chief, Airman Analysis Section, Occupational Analysis Branch, USAF Occupational Measurement Center.

Copies of this report are available to air staff section, major commands, and other interested training and management personnel upon request to the USAF Occupational Measurement Center, attention to the Chief, Occupational Analysis Branch (OMY), Randolph AFB, Texas 78148.

This report has been reviewed and is approved.

BILLY C. McMASTER, Col, USAF
Commander
USAF Occupational Measurement
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SUMMARY OF RESULTS

1. Survey Coverage: Inventory booklets were administered to Education Specialists (751X0) worldwide during the spring of 1980. The 751X0 survey results are based on the responses from 168 of the 267 assigned personnel or 63 percent of the total assigned population of Education personnel.
2. Career Ladder Structure: Eighty-four percent of all 751X0 respondents grouped into one cluster, EDUCATION SERVICES PERSONNEL. These respondents were primarily advising individuals on various Air Force educational programs and assisting in the administrative work required. While four job types were identified within the cluster, differences across the job types were only a matter of degree of emphasis on particular tasks.
3. Career Ladder Progression: Incumbents at both the 5- and 7-skill levels spent the largest part of their time advising and assisting individuals, with much of that work being administrative in nature. The job clearly becomes broader as one advances, with the 7-skill level reflecting more of a heterogeneous structure than found at the 5-skill level. In addition, 7-skill level personnel pick up supervisory responsibility in addition to their technical tasks.
4. Career Ladder Documents: Both the AFR 39-1 Specialty Descriptions and the Specialty Training Standard (STS) did not accurately portray the job of Education Specialists/Supervisors. Many of the functions listed in both documents, such as: testing; counseling; conducting educational surveys; collecting and analyzing statistical data; and organizing group study classes are either not performed at all or are only performed by a small percentage of incumbents in specialized situations. The major aspect of the job - that of advising and handling administrative matters - was given only small mention, thus misrepresenting the overall emphasis of what incumbents were actually doing. Major revisions of both documents are recommended.
5. Training: There is no formal training in the Education specialty. Individuals enter the career field either by cross training or by directed duty. Training is by OJT; however, as noted above, the STS does not provide a current listing of the tasks performed in the field.
6. Implications: Over the years, many of the Education functions have been assigned to civilians, primarily in the areas of educational counseling and testing. Thus, the role of 751X0 incumbents has become one of providing administrative support for base education services offices. This situation suggests that the Education career ladder is no longer a viable ladder for military personnel. Several alternatives are open: merge the Education functions with another ladder, convert all 751X0 slots to civilians and delete the ladder, or convert some slots to civilian positions and reclassify remaining military positions as 702X0B slots.

OCCUPATIONAL SURVEY REPORT
EDUCATION CAREER LADDER
(AFS 751X0)

INTRODUCTION

This is a report of an occupational survey of the Education career ladder (AFSC 751X0) completed by the Occupational Analysis Branch, USAF Occupational Measurement Center in January 1981. A previous survey of this ladder was published in June 1976. This survey was conducted at the request of the Air Force Manpower and Personnel Center (AFMPC) to assist in the evaluation of the present classification structure of the 751XX career field. To facilitate comparison of tasks performed, a combined survey instrument was developed and administered to personnel in the Education (751X0), Training (751X2), and Instructional Systems (751X3) career ladders, including AFSC 75193. The results of this survey are being reported in four separate reports: a combined report covering general findings across all three ladders (AFPT 90-751-408, Vol. I) and separate reports dealing specifically with each ladder (Vol. II, Education; Vol. III, Training; and Vol. IV, Instructional Systems Development). This report concentrates primarily on the results relating to the Education career ladder.

Background

As stated in the current AFR 39-1 Specialty Descriptions, 751X0 personnel perform advisory and administrative functions in support of education services programs and center operations. More specifically, they advise personnel on Air Force education opportunities available through a variety of sources, such as on- and off-base civilian institutions, the Bootstrap program, Community College of the Air Force, the Air Force Institute of Technology (AFIT), the USAF Extension Course Institute (ECI), and enlisted commissioning programs. In addition, they advise personnel on education services provided by other activities and agencies such as the Veteran's Administration and Defense Activity for Non-Traditional Education Support (DANTES). In addition to advising, 751X0 personnel also prepare and maintain education services records and files, compile education data, and organize group study classes utilizing locally available instructors.

Historically, the 751X0 ladder was created in December 1956 as the Education Services ladder. From September 1962 to September 1963, the title was changed to Education and Training and the 5-skill level was deleted. In 1963, the ladder once again became a straight 3-, 5-, and 7-skill level career ladder and the title was changed to Education Specialist/Supervisor. Since that time, no major changes have occurred in title or functions. However, over the last several years, some 751X0 slots have been converted to civilian slots, leaving a typical education office with one or two 751X0s and a number of civilians.

No formal training course currently exists for 751X0 personnel. Those who enter the Education career ladder primarily do so on a directed duty assignment or as a cross-trainee from another career ladder. Training is handled primarily by on-the-job training.

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Objectives

This report examines the Education specialty (AFS 751X0) on the basis of tasks performed by the survey respondents. However, it is important to note that the survey instrument utilized for this report is a combined 751X0/751X2/751X3 survey. The results of the 751X0, 751X2, and 751X3 analyses are presented in four separate reports (AFPT 90-751-408, Volumes I, II, III, and IV). It is recommended that users of this report also read the other three reports and compare the relationship of all three specialties.

Topics discussed in this report include: (1) development and administration of the survey instrument; (2) the job structure and its relationship to skill and experience level groupings; (3) CONUS and overseas differences; (4) comparison of job structure to current specialty documents, such as AFR 39-1 Specialty Descriptions and the Specialty Training Standard (STS); and (5) job satisfaction and other related background data.

SURVEY METHODOLOGY

Inventory Development

The instrument used for data collection for the occupational survey was USAF Job Inventory AFPT 90-751-408. As a starting point, the tasks from the previous inventory (1976) were reviewed and revised through a comprehensive research of publications and directives, and through interviews with training and classification personnel. Personal interviews were conducted with 751X0 specialists at Sheppard AFB TX, Keesler AFB MS, Altus AFB OK, and Dyess AFB TX. In addition, a team of 751X0 subject-matter specialists attending a working conference at the USAF Occupational Measurement Center at Randolph AFB TX were also interviewed. The main purpose of the research, personal interviews, and evaluations was to review the 751X0 task list for completeness and accuracy. This process resulted in a final inventory of 499 tasks and a background section that included information about the respondents, such as grade, TAFMS, duty title, organization, and job interest.

Job Inventory Administration

During the period January through May 1980, consolidated base personnel offices in operational units worldwide administered the inventory to job incumbents holding DAFSC 75130, 75150, and 75170. These incumbents were selected from a computer-generated mailing list obtained from AFMPC personnel data tapes maintained by the Air Force Human Resources Laboratory (AFHRL). Each individual who responded to the inventory first completed an identification and biographical information section, then checked each task performed in his or her current job. After checking all tasks performed, the respondent rated each of these tasks on a nine-point scale indicating relative time spent on that task from one (very-small-amount time spent) through five (average-time spent) to nine (very-large-amount time spent). To determine relative time spent for each task checked by a respondent, all of the respondents' ratings were assumed to account for 100 percent of his or her

time spent on the job. These ratings were summed and then divided by the number of total responses and the quotient multiplied by 100. This procedure provided a basis for comparing tasks not only in terms of percent members performing, but also in terms of average percent time spent on tasks and groups of tasks.

Data Processing and Analysis

Once job inventories were returned from the field, they were prepared so that task responses and background information could be optically scanned. Other biographical information (such as name, base, autovon extension, etc.) was keypunched onto disks and entered directly into a UNIVAC 1108 computer. Once both sets of data were in the computer, they were merged to form a complete case record for each respondent. Computer generated programs using Comprehensive Occupational Data Analysis Programs (CODAP) techniques were then applied to the data.

CODAP produces job descriptions for respondents based on their responses to specific inventory tasks. Computer generated job descriptions are available for DAFSC groups, TAFMS groups, and CONUS/overseas groups, and include such information as percent members performing each task, the average percent time spent performing each task, and the cumulative average percent time spent by all members for each task in the inventory.

Task Difficulty Administration

In addition to completing a job inventory booklet, selected senior 751X0 personnel were also asked to complete a second booklet rating the difficulty of each task. Each senior NCO completing a task difficulty booklet was asked to rate all of the tasks on a nine-point scale from extremely low to extremely high as to the relative difficulty of that task. Difficulty is defined as the length of time it requires the average person to learn to do that task. Task difficulty data were independently solicited from experienced 7- or 9-skill level personnel stationed worldwide. The interrater reliability (as assessed through components of variance of standard group means) for the 41 raters who returned useable booklets was .89, which is considered useable by normal reliability criterion. Ratings were adjusted so that tasks of average difficulty have ratings of 5.0. The resulting data is a rank ordering of tasks indicating a degree of difficulty for each task in the inventory.

Survey Sample

Personnel were selected to participate in this survey so as to insure an accurate representation across all MAJCOM and paygrade groups. Table 1 reflects the major command distribution of personnel assigned to the 751X0 career ladder as of March 1980. Table 2 shows the percentage distribution by paygrade and Table 3 shows the distribution of the survey sample in terms of TAFMS groups. Overall, an adequate sample was obtained, with 168 of the 267 respondents assigned to this specialty (63 percent) responding.

TABLE 1
COMMAND REPRESENTATION OF SAMPLE SURVEY

<u>COMMAND</u>	<u>PERCENT OF ASSIGNED</u>	<u>PERCENT OF SAMPLE</u>
SAC	25	21
ATC	16	20
TAC	16	18
MAC	15	17
USAFE	8	11
PACAF	7	3
AFSC	3	4
OTHER	<u>10</u>	<u>6</u>
TOTAL	100%	100%
TOTAL 751X0 ASSIGNED - 267		
TOTAL 751X0 SAMPLED - 168		
PERCENT OF 751X0 SAMPLED - 63%		

TABLE 2
751X0 PAYGRADE DISTRIBUTION OF SURVEY SAMPLE

<u>PAYGRADE</u>	<u>PERCENT OF ASSIGNED</u>	<u>PERCENT OF SAMPLE</u>
AIRMAN	19	10
E-4	25	20
E-5	26	33
E-6	13	11
E-7	17	20
E-8	*	*
E-9	*	*
	<u>100%</u>	<u>100%</u>

* INDICATES LESS THAN ONE PERCENT

TABLE 3
TAFMS DISTRIBUTION OF SURVEY SAMPLE

	<u>1-24</u>	<u>25-48</u>	<u>49-96</u>	<u>97-144</u>	<u>145-192</u>	<u>193-240</u>	<u>241+</u>
NUMBER IN AFS 751X0 SAMPLE	8	17	31	30	26	34	20
PERCENT OF AFS 751X0 SAMPLE	5%	10%	19%	18%	16%	20%	12%

CAREER LADDER STRUCTURE

One of the primary objectives of the USAF Occupational Analysis program is to examine and determine the structure of specialties -- what incumbents are actually doing in their jobs rather than what official career ladder documents say they are doing. This analysis is made possible by the Comprehensive Occupational Data Analysis Programs (CODAP). By using CODAP, jobs are identified on the basis of similarity of tasks performed and the relative time spent performing those tasks. This information is then used to examine the accuracy and completeness of present career ladder documents (AFR 39-1 Specialty Descriptions and Specialty Training Standards), and to formulate an understanding of current utilization patterns.

The specialty structure analysis process consists of determining the functional job structure of specialty personnel in terms of job types, clusters, and independent job types. A job type is a group of individuals who perform many of the same tasks and who spend similar amounts of time performing these tasks. When there is a substantial degree of similarity between different job types, they are grouped together into a cluster. Where there are specialized jobs too dissimilar to be grouped into any cluster, these unique groups are called Independent Job Types.

The job structure for the Education specialty was determined from a job type analysis of all respondents to the Education, Training, and Instructional Systems (AFSCs 751X0, 751X2, and 751X3) career ladders survey. The three ladders were analyzed together to determine job groups unique to each specialty and to determine the extent of duty and task overlap between members of the three specialties. This report will concentrate primarily on jobs performed by members of the 751X0 career ladder (see Figure 1). For a more comprehensive discussion of the interrelationships between the three education and training career ladders covered in this survey, see the joint report (AFPT 90-751-408, Vol. I) and the companion reports (AFPT 90-751-408, Vols III and IV).

Based on task similarity and amount of time spent performing each task, 84 percent of the Education Specialists responding to the survey grouped into one cluster:

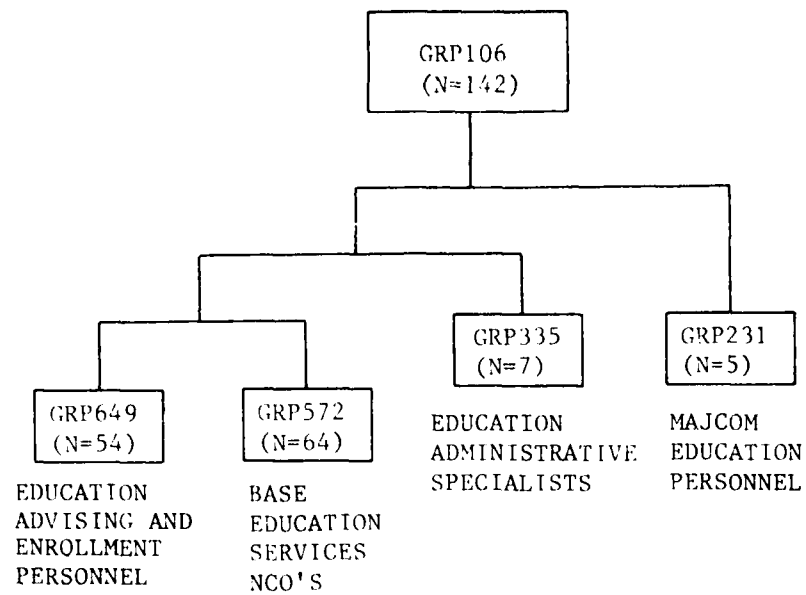
EDUCATION SERVICES PERSONNEL (GRP106, N=142)

- A. Education Advising and Enrollment Personnel (GRP649, N=54)
- B. Base Education Services NCO's (GRP572, N=64)
- C. Education Administrative Specialists (GRP335, N=7)
- D. MAJCOM Education Personnel (GRP231, N=5)

The remaining 16 percent of the 751X0 sample were performing somewhat different or specialized tasks and did not group with the majority of 751X0 personnel above. Job titles of personnel not grouping with the main 751X0 cluster included Community College of the Air Force (CCAF) Program Administrator, CCAF Admissions Specialist, Base Education Testing Monitor, and Registration Specialist.

FIGURE 1

EDUCATION SERVICES PERSONNEL CLUSTER



The 142 members of the EDUCATION SERVICES cluster perform a wide variety of education-related functions. Their most time-consuming tasks involve advising individuals on various Air Force educational programs and assisting them in preparing application or enrollment forms. Tuition-assistance tasks are also commonly performed. In addition, these personnel maintain files of catalogues or bulletins from schools, colleges, or universities; ECI catalogues; various forms such as Refund of Tuition Assistance-Education Services Program forms (AF Form 118) and Authority for Tuition Assistance-Education Services Programs forms (AF Forms 1227); and CDC enrollment applications. Conversely, very few individuals were involved with testing; preparing, conducting, or evaluating educational surveys; collecting and analyzing statistical data; or organizing group study classes.

This trend of 751X0 personnel concentrating most of their time on education advising has slowly been evolving since FY 72. Prior to that time, 751X0 airmen performed much of the education counseling tasks in the Air Force. However, in FY 1972, with a new emphasis on education as a recruiting inducement for the all-volunteer Air Force, some professional civilian counselors were hired and these individuals assumed the educational counseling tasks. In addition, civilians were also employed on a contract basis to administer the bulk of educational testing. Thus, the role and scope of counseling and testing by military personnel in the 751X0 career ladder has become much more limited and peripheral in nature.

While four job types were identified within the cluster, differences across the job types were only a matter of degree (see Tables 4 and 5 for selected background information and job satisfaction data on these groups). Education Advising And Enrollment Personnel were performing the functions discussed above for the overall cluster members. Their job is basically one of advising individuals on various education programs and assisting them in enrolling in various courses. Also, members are involved with initiating required forms or assisting Air Force incumbents in preparing a specific form. In addition, quite a bit of time is spent on administering tuition assistance. Primary programs which are dealt with include off duty resident education, Community College of the Air Force (CCAF), Extension Course Institute (ECI), the DANTES program, Veterans Educational Assistance Program (VEAP), PME courses, Airmen Education and Commissioning Programs (AECPP), and the Individual Development and Educational Advancement (IDEA) program. Overall, only 48 tasks comprise 75 percent of the total job time.

Base Education Services NCO's perform most of the same tasks as the above job type members. However, their job is much broader, with 95 tasks comprising 75 percent of the total job time. While assisting and advising is still their most time-consuming tasks, these individuals pick up the supervisory role within the education office.

The small group of seven Education Administrative Specialists was primarily comprised of lower paygrade members who had less time in the job and in the career field. Their job was fairly narrow, with only 29 tasks comprising 75 percent of their total job time. Most of their work involved filling out forms or assisting others in preparing various forms. Their role

in advising Air Force personnel was limited more or less to the Community College of the Air Force and ECI programs. Perhaps as a result of this narrow job, job satisfaction was lowest for this group than for any other group (see Table 5).

The last job type was comprised of five MAJCOM Education Personnel. These members had the highest average paygrade (E-7) of any 751X0 group. As the title would indicate, most of their work is performed at higher head-quarter levels, such as HQ USAF, HQ PACAF, HQ MAC, and HQ OSI. Much of their work involved managing and monitoring Bootstrap TDY programs. In addition, they were more involved with statistical data relating to education programs.

Summary

Overall, the Education career ladder was found to be a fairly homogeneous ladder, with all members primarily involved with advising and enrollment tasks dealing with various Air Force and off-duty education programs. However, with many functions such as educational counseling and testing being handled by civilians, much of the job being done is administrative in nature. As a result, it appears that some classification action is warranted if the Education ladder is to remain a viable ladder within the Air Force classification system.

TABLE 4

SELECTED BACKGROUND INFORMATION FOR
EDUCATION JOB STRUCTURE GROUPS

	EDUCATION SERVICES PERSONNEL (GRP106)	EDUCATION ADVISING AND ENROLLMENT PERSONNEL (GRP649)	BASE EDUCATION SERVICES NCO's (GRP572)	EDUCATION ADMIN SPECIALISTS (GRP335)	MAJCOM EDUCATION PERSONNEL (GRP231)
NUMBER IN GROUP	142	54	64	7	5
AVERAGE NUMBER OF TASKS PERFORMED	82	56	119	33	42
AVERAGE PAYGRADE	5.1	4.5	5.5	4.3	7.2
PERCENT IN FIRST ENLISTMENT	18%	32%	6%	43%	0%
DAFSC					
75130	1%	2%	2%	-	-
75150	44%	57%	34%	86%	-
75170	49%	33%	61%	14%	60%
75193	2%	-	2%	-	40%
751X2	1%	2%	-	-	-
751X3	-	-	-	-	-
OTHER	3%	6%	1%	-	-
PERCENT SUPERVISING	44%	28%	64%	29%	0%
AVERAGE MONTHS IN PRESENT JOB	19.9	17.4	20.8	13.4	37.6
AVERAGE MONTHS IN CAREER FIELD	64.8	54.1	71.6	32.3	110.2
AVERAGE MONTHS TOTAL ACTIVE FEDERAL MILITARY SERVICE	133.8	101.7	155.5	94.1	223.6

TABLE 5
JOB SATISFACTION DATA FOR MAJOR JOB STRUCTURE GROUPS
(PERCENT MEMBERS RESPONDING)

	EDUCATION SERVICES CLUSTER	EDUCATION ADVISING AND ENROLLMENT PERSONNEL	BASE EDUCATION SERVICES NCOICS	EDUCATION ADMINISTRATIVE SPECIALISTS	MAJCOM EDUCATION PERSONNEL
<u>I FIND MY JOB:</u>					
NO RESPONSE	3	2	5	0	0
DULL	10	18	3	14	0
SO-SO	13	15	9	29	20
INTERESTING	74	65	83	57	80
<u>MY JOB UTILIZES MY TALENTS:</u>					
NOT AT ALL TO VERY LITTLE	21	30	5	57	40
FAIRLY WELL TO PERFECTLY	77	67	93	43	60
OTHER	2	3	2	0	0
<u>MY JOB UTILIZES MY TRAINING:</u>					
NOT AT ALL TO VERY LITTLE	20	28	4	58	40
FAIRLY WELL OR BETTER	80	71	94	42	60
NO RESPONSE	0	1	2	0	0
<u>I PLAN TO REENLIST:</u>					
NO RESPONSE	2	2	3	0	0
NO OR PROBABLY NO	36	39	7	43	40
YES OR PROBABLY YES	62	59	90	57	60

ANALYSIS OF DAFSC GROUPS

In conjunction with identifying the job structure of the Education specialty, it is also important to examine similarities and differences among skill level groups. This analysis provides useful information that can be used in analyzing how accurately specialty documents, such as the AFR 39-1 Specialty Descriptions and Specialty Training Standard (STS), reflect the tasks and jobs performed by incumbents in the field.

Skill Level Descriptions

No discussion of the jobs performed by 3-skill level respondents is possible since the sample only contained seven 75130 incumbents. Most of these were crosstrainees with considerable Air Force experience. Thus, many of their tasks performed were not truly representative of a typical semi-skilled 3-skill level airman.

At the 5-skill level, incumbents were performing a fairly homogeneous job. Only 65 tasks comprised 75 percent of their total job time. Their most time-consuming tasks involved advising individuals on courses or programs, taking care of many of the routine administrative tasks required, and maintaining files of catalogues or bulletins. Very little time was spent on supervisory functions, testing functions, or determination of educational needs of base personnel. Ninety-one percent of all 5-skill levels grouped within the EDUCATION SERVICES cluster and were found in all job type groups except the MAJCOM EDUCATION PERSONNEL group.

At the 7-skill level, the job broadens considerably, with 104 tasks comprising 75 percent of the total job time. In addition to a broader job, incumbents were also performing somewhat more heterogeneous jobs than was seen at the 5-skill level. This, in part, is due to the fact that 24 percent of the 7-skill level respondents to the survey did not group within the EDUCATION SERVICES cluster. Thus, the jobs performed by 7-skill levels showed a fairly wide diversity. For example, one incumbent was performing tasks primarily related to computer managed or assisted instruction. Instead of advising individuals on educational opportunities, he was involved with completing records of computer usages, correcting student errors in terminal operations, interpreting computer printouts, shutting down terminals, and coding data for entry into APDS. Another three 7-skill level incumbents worked at Community College of the Air Force (CCAF) as career analysts or program administrators. Other 7-skill levels not grouping were found performing various OJT functions.

As with 5-skill level incumbents, the most commonly performed tasks at the 7-skill level involved advising and assisting functions. In fact, the major portion of the job was still technical in nature. However, more supervisory tasks were being performed at this level than was found at the 5-skill level. Individuals were becoming more involved with APR's, budget or financial requirements, and supervisory counseling of subordinates, although the percent members performing these tasks were fairly low and the time spent was small. This trend is clearly reflected in Table 6 which lists those tasks which best differentiate between the two skill levels. In addition, this trend

in increased supervisory responsibilities is also supported by the fact that 42 percent of all 7-skill level respondents grouped within the Base Education Service NCO job group.

Summary

Overall, trends noted in the career ladder structure discussion earlier were also found when examining skill level groups. Both the 5- and 7-skill level groups spent the largest part of their time in advising and assisting individuals, with much of that work being administrative in nature. The job clearly becomes broader as one advances, with the 7-skill levels reflecting more of a heterogeneous structure than found at the 5-skill level. In addition, 7-skill levels pick up supervisory functions not commonly performed at the 5-skill level.

TABLE 6

TASKS WHICH BEST DIFFERENTIATE BETWEEN 751X0
5- AND 7-SKILL LEVEL PERSONNEL
(PERCENT MEMBERS PERFORMING)

TASK	5-LEVEL	7-LEVEL	DIFFERENCE
K458 POST GRADES TO INDIVIDUAL RECORD EDUCATION SERVICES PROGRAM FORMS (AF FORM 186)	72	52	+20
K426 MAINTAIN FILES OF CDC ENROLLMENT APPLICATIONS	55	35	+20
D123 ADVISE INDIVIDUALS ON EXTENSION COURSE INSTITUTE (ECI) COURSES	96	75	+21
D137 RECORD INTERVIEW, AND ACTION TAKEN, ON INDIVIDUAL RECORD EDUCATION SERVICES PROGRAM FORMS (AF FORM 186)	91	73	+18
E152 PREPARE ACADEMIC EDUCATION DATA FORMS (AF FORM 1033)	83	64	+19
E164 REVIEW INDIVIDUAL RECORD EDUCATION SERVICES PROGRAM FORM (AF FORM 186) TO VERIFY ASSISTANCE ELIGIBILITY	86	67	+19
K421 MAINTAIN EXTENSION COURSE INSTITUTE (ECI) CATALOG FILES	65	48	+17
D131 ADVISE INDIVIDUALS ON VETERAN'S EDUCATIONAL ASSISTANCE PROGRAM (VEAP)	88	71	+17
C104 PREPARE APRs	12	52	-40
A2 ASSIGN PERSONNEL TO DUTY POSITIONS	9	36	-27
A22 PLAN WORK ASSIGNMENTS	26	52	-26
B35 DIRECT OR IMPLEMENT INTERNAL OFFICE OUT PROGRAMS	10	35	-25
B58 SUPERVISE MILITARY PERSONNEL OTHER THAN AFSC 75XXX	10	35	-25
B46 INTERPRET POLICIES, DIRECTIVES, OR PROCEDURES FOR SUBORDINATES	19	43	-24
K440 MAINTAIN INDIVIDUAL TRAINING STATUS RECORDS, SUCH AS ON-THE-JOB TRAINING RECORD FORMS (AF FORM 623)	13	37	-24
B34 DIRECT MAINTENANCE OR UTILIZATION OF EQUIPMENT	25	48	-23
A3 ASSIGN SPONSORS FOR NEWLY ASSIGNED PERSONNEL	9	32	-23
A19 PLAN LAYOUT OF FACILITIES	12	34	-22

ANALYSIS OF TAFMS GROUPS

In conjunction with examining the job structure of the Education ladder and trends as one progresses across skill levels, it is important to also look at trends across enlistment groups. In this career ladder, trends reported in earlier sections were also noted when examining tasks performed by enlistment groups.

Overall, there was a large degree of homogeneity across enlistment groups. At the low experience levels (primarily the 1-48 month group), incumbents were performing advisory and enrolling tasks as well as handling many of the routine administrative tasks required. Most of their work involved maintaining files of school catalogues, enrollment applications, or tuition-assistance forms; advising individuals on ECI courses, available off duty education programs, CCAF programs, DANTES programs, and career development courses; assisting applicants in enrolling in ECI courses and off duty classes; preparing CCAF registration application forms; initiating, filling in, and reviewing Individual Record Education Services Program forms (AF Form 186); and completing and processing AF Form 1227, Authority for Tuition Assistance-Education Services Program. Only 48 tasks comprised 75 percent of their job time. Again, very little time was spent with testing, counseling, or educational surveys.

As individuals progressed in the ladder, the pattern remains the same in terms of tasks performed. However, the job broadens and incumbents begin to pick up some supervisory functions, such as develop or improve work methods or procedures, counsel personnel on personal or military related problems, determine work priorities, initiate personnel action requests, and plan work assignments. Incumbents with 49-96 months TAFMS reflect 71 tasks comprising 75 percent of their total job time, while those with 97+ months TAFMS show 107 tasks comprising the same amount of job time. However, still very little time was spent on testing, counseling, or educational surveys.

Table 7 lists the top 25 tasks performed by first-term incumbents.

TABLE 7

REPRESENTATIVE TASKS PERFORMED BY FIRST-TERM 751X0 PERSONNEL

TASK	PERCENT MEMBERS PERFORMING
INITIATE INDIVIDUAL RECORD EDUCATION SERVICES PROGRAM FORMS (AF FORM 186)	100
ASSIST APPLICANTS IN ENROLLING IN EXTENSION COURSE INSTITUTE (ECI) COURSES	100
ASSIST INDIVIDUALS IN PREPARING REQUEST FOR COMMUNITY COLLEGE OF THE AIR FORCE TRANSCRIPT FORMS (AF FORM 2099)	100
ADVISE INDIVIDUALS ON EXTENSION COURSE INSTITUTE (ECI) COURSES	96
RECORD INTERVIEWS, AND ACTION TAKEN, ON INDIVIDUAL RECORD EDUCATION SERVICES PROGRAM FORMS (AF FORM 186)	92
ADVISE INDIVIDUALS ON COMPLETING AUTHORITY FOR TUITION ASSISTANCE-EDUCATION SERVICE PROGRAM FORMS (AF FORM 1227)	92
ADVISE INDIVIDUALS ON EDUCATIONAL ALLOWANCES UNDER VETERANS'S ADMINISTRATION (VA) PROGRAMS	92
ADVISE INDIVIDUALS ON THE VETERAN'S EDUCATIONAL ASSISTANCE PROGRAM (VEAP)	92
ADVISE INDIVIDUALS ON AVAILABLE OFF DUTY EDUCATION PROGRAMS	88
ADVISE INDIVIDUALS ON COMMUNITY COLLEGE OF THE AIR FORCE (CCAF) PROGRAMS	88
ADVISE INDIVIDUALS ON HOW TO SECURE CREDIT FOR MILITARY EXPERIENCE OR SCHOOLS	88
ADVISE APPLICANTS ON DEFENSE ACTIVITY FOR NONTRADITIONAL EDUCATION SUPPORT (DANTES) PROGRAMS	88
ASSIST INDIVIDUALS IN PREPARING COMMUNITY COLLEGE OF THE AIR FORCE REGISTRATION APPLICATION FORMS (AF FORM 968)	84
REVIEW INDIVIDUAL RECORD EDUCATION SERVICES PROGRAM FORMS (AF FORM 186) TO VERIFY TUITION ASSISTANCE ELIGIBILITY	84
ADVISE INDIVIDUALS ON PROCEDURES TO OBTAIN PAST EDUCATIONAL RECORDS	84
ASSIST APPLICANTS IN ENROLLING IN OFF DUTY CLASSES	80
INTERPRET CCAF TRANSCRIPTS	80
POST GRADES TO INDIVIDUAL RECORD EDUCATION SERVICES PROGRAM FORMS (AF FORM 186)	76
PREPARE ACADEMIC EDUCATION DATA FORMS (AF FORM 1033)	72
ORDER ECI COURSE SUPPLIES OR MATERIALS	68
PROCESS AUTHORITY FOR TUITION ASSISTANCE-EDUCATION SERVICES PROGRAM FORMS (AF FORM 1227)	68
SCHEDULE COUNSELING APPOINTMENTS	64
REVIEW AUTHORITY FOR TUITION ASSISTANCE-EDUCATION SERVICES PROGRAM FORMS (AF FORM 1227)	64
MAINTAIN FILES OF MICROFICHE COLLEGE CATALOGUES	64
MAINTAIN FILES OF CDC ENROLLMENT APPLICATIONS	56

JOB SATISFACTION

Job satisfaction data were also analyzed for the 751X0 incumbents. Job interest and perceptions about utilization of talents and training, as well as reenlistment intentions, for first enlistment (1-48 months TAFMS), second enlistment (49-96 months TAFMS), and career (97+ months TAFMS) groups are shown in Table 8. Also included are comparative data for surveys of similar career ladders reported in 1979.

Overall, job satisfaction for Education respondents was good, with 68-72 percent of the members in each of the three enlistment groups indicating they found their job interesting. A similar trend was noted for their perception of utilization of talents and training. When compared to the comparative sample from 1979, Education Specialists were markedly more satisfied with their jobs than incumbents in similar specialties. The overall trend is somewhat surprising in light of the fact that many of the functions normally handled by 751X0 personnel are being handled by civilian counselors and military 751X0's merely advise and handle administrative matters.

TABLE 8

JOB SATISFACTION DATA FOR 751X0 PERSONNEL

	1-48 MONTHS AFMS		49-96 MONTHS AFMS		97+ MONTHS AFMS	
	751X0 (N=25)	COMP SAMPLE* (N=3,398)	751X0 (N=31)	COMP SAMPLE* (N=1,654)	751X0 (N=110)	COMP SAMPLE* (N=2,089)
I FIND MY JOB:						
DULL	12	35	13	26	14	14
SO-SO	16	19	13	17	11	12
INTERESTING	72	42	68	53	72	69
NO RESPONSE	-	3	6	4	3	5
MY JOB UTILIZES MY TALENTS:						
NOT AT ALL TO VERY LITTLE	36	50	23	38	25	17
FAIRLY WELL OR BETTER	64	49	74	61	72	82
NO RESPONSE	-	1	3	1	3	1
MY JOB UTILIZES MY TRAINING:						
NOT AT ALL TO VERY LITTLE	32	30	16	32	26	17
FAIRLY WELL OR BETTER	68	68	84	67	70	82
NO RESPONSE	-	2	-	1	4	1
PLAN TO REENLIST:						
YES OR PROBABLY YES	32	32	64	51	63	66
NO OR PROBABLY NO	68	64	29	45	34	30
NO RESPONSE	-	4	7	4	3	4

*COMPARATIVE SAMPLE OF DIRECT SUPPORT CAREER LADDERS SURVEYED IN 1979
(INCLUDES AFSC's 251X0, 391X0A/B, 753X0, 811X0/A, AND 811X2/A)

ANALYSIS OF CONUS VERSUS OVERSEAS GROUPS

A comparison was made of the tasks performed and the background data for 51 DAFSC 75150 respondents assigned within the CONUS versus 18 DAFSC 75150 respondents assigned to overseas locations. In terms of the major aspect of the job--that of advising and enrolling individuals in various educational programs, no major differences were noted. Table 9 lists those tasks which best differentiate between CONUS and overseas personnel.

As to background items, again minor differences were found. Overseas personnel performed a higher average number of tasks (101) than CONUS personnel (70). Two-thirds of the overseas sample were assigned to one command (USAFE). Overseas personnel had more time in present job (23 months versus 20 months), time in career field (52 months versus 36 months), and total active federal military service (101 months versus 76 months). Job satisfaction data was about the same for both groups, although a higher percentage of CONUS personnel indicated that they would not reenlist.

TABLE 9

TASKS WHICH BEST DIFFERENTIATE BETWEEN 751XO
CONUS AND OVERSEAS 5-SKILL LEVEL PERSONNEL

TASK	CONUS	OVERSEAS	DIFFERENCE
K458 POST GRADES TO INDIVIDUAL RECORD EDUCATIONAL SERVICES PROGRAM FORMS (AF FORM 186)	78	56	+22
E146 ASSISTANT INDIVIDUALS IN PREPARING COMMUNITY COLLEGE OF THE AIR FORCE REGISTRATION APPLICATION FORMS (AF FORM 968)	88	72	+16
F176 ESTIMATE BASE REQUIREMENTS FOR GROUP STUDY CLASSES	12	50	-38
D129 ADVISE INDIVIDUALS ON SERVICEMAN OPPORTUNITY COLLEGES (SOC)	35	72	-37
K419 MAINTAIN CLASS ATTENDANCE RECORDS	8	44	-36
D119 ADVISE INDIVIDUALS ON COLLEGE SCHOLARSHIP PROGRAMS	41	72	-31
K430 MAINTAIN FILES OF CUSTODIAN REQUEST/RECEIPT FORMS (AF FORM 601B)	22	50	-28
K469 PREPARE TEST SCHEDULES	12	39	-27
K464 PREPARE REQUISITION FOR LOCAL DUPLICATING SERVICE FORMS (DD FORM 844)	24	50	-26
D122 ADVISE INDIVIDUALS ON ENTRY OR APPLICATION REQUIREMENTS FOR THE AIR FORCE PREPARATORY SCHOOL OR AIR FORCE ACADEMY	35	61	-26
E163 REVIEW DESCRIPTIONS OF COURSES FOR CONFORMITY TO BOOTSTRAP REGULATIONS	22	44	-22

ANALYSIS OF TASK DIFFICULTY

The relative difficulty of each task in the task inventory was assessed using ratings by 41 experienced 7- and 9-skill level Education Supervisors. These ratings were processed to produce an ordered listing of all tasks in terms of their relative difficulty and were standardized to reflect an average difficulty of 5.0 and a standard deviation of 1.0. (For a more complete description of these ratings, refer to the Task Difficulty Administration section in the INTRODUCTION).

Table 10 lists those tasks which were rated the most difficult by senior 751X0 personnel. Many pertained to unique functions being performed by small percentages of incumbents, such as: service operated schools, education surveys, and support for dependent children. In terms of the main aspect of the job--that of advising incumbents on various educational programs, Table 11 lists those "advising" tasks which were rated above average in difficulty. These tasks include AECP, AFROTC, Air Force Preparatory School or Air Force Academy, and medical or legal programs.

Table 12 lists those tasks rated lowest in task difficulty. As shown, most were related to maintaining files and preparing various forms. Many of these tasks were being performed by fairly high percentages of incumbents.

Again, it is interesting to examine closer those tasks which comprise the major aspects of the job. Table 13 lists those "advising" tasks rated below average in difficulty. Most deal with more general educational opportunities such as VEAP, IDEA, PME, and ECI. In addition, tasks related to GED, GRE, and off duty and local educational programs were also listed.

In terms of "administrative" tasks, Table 14 lists most tasks in this area in descending order of difficulty. Completing Education Services Program Report Forms (AF Form 1007) was rated as most difficult. Tasks dealing with AF Form 1227, Authority for Tuition Assistance-Education Service Program, were rated lower in difficulty.

TABLE 10

TASKS RATED MOST DIFFICULT BY SENIOR 751X0 PERSONNEL

TASK	TASK DIFFICULTY	PERCENT MEMBERS PERFORMING (N=168)
F169 COMPLETE EDUCATION SERVICES PROGRAM REPORT FORMS (AF FORM 1007)	7.83	46
A13 DRAFT BUDGET OR FINANCIAL REQUIREMENTS	7.50	26
F171 DETERMINE FUND REQUIREMENTS FOR SERVICE OPERATED SCHOOLS	7.44	6
F186 SURVEY OVERSEAS CONTRACT SCHOOL FACILITIES	7.44	2
F182 PREPARE OR NEGOTIATE CONTRACTS FOR SERVICES, SUCH AS SCHOOL TRANSPORTATION	7.35	12
F184 SURVEY COMMUNITY EDUCATIONAL FACILITIES TO DETERMINE NEED FOR SERVICE OPERATED SCHOOLS	7.35	2
F172 DETERMINE STAFFING REQUIREMENTS FOR SERVICE OPERATED SCHOOLS	7.08	2
F185 SURVEY GOVERNMENT DEPENDENTS IN AREAS TO DETERMINE POTENTIAL ENROLLMENTS IN CIVILIAN SCHOOL COURSES	6.87	7
F177 EVALUATE EDUCATION PROGRAM STATISTICAL DATA	6.84	30
F180 NEGOTIATE WITH CIVILIAN SCHOOLS TO OFFER IDEA COURSES	6.51	10
F178 EVALUATE SURVEY INFORMATION TO DETERMINE BASE REQUIREMENTS FOR EDUCATIONAL SERVICE PROGRAMS	6.45	24
F183 SCHEDULE SCHOOL TRANSPORTATION OF DEPENDENT CHILDREN	6.44	15
E166 REVIEW MEDICAL SCHOOL PROGRAM APPLICATION PACKAGES	6.37	9
B48 MAINTAIN ACCOUNTS OF EDUCATION APPROPRIATED OR NONAPPROPRIATED SERVICE EXPENDITURES	6.35	33
E159 REVIEW AIR FORCE RESERVE OFFICER TRAINING CORPS APPLICATION PACKAGES	5.87	28
F170 CONDUCT BRIEFINGS ON EDUCATIONAL SURVEY FINDINGS	5.86	17
F181 PREPARE EDUCATIONAL INTEREST SURVEYS	5.85	21

TABLE 11

"ADVISING" TASKS RATED ABOVE AVERAGE IN DIFFICULTY

TASK	TASK DIFFICULTY	PERCENT MEMBERS PERFORMING (N=168)
D109 ADVISE APPLICANTS ON AIRMAN EDUCATION AND COMMISSIONING PROGRAMS (AECF)	5.84	71
D127 ADVISE INDIVIDUALS ON MEDICAL OR LEGAL EDUCATIONAL PROGRAMS	5.83	38
D112 ADVISE APPLICANTS ON NONTERMINAL PERMISSIVE TEMPORARY DUTY (TDY)	5.71	66
D113 ADVISE APPLICANTS ON TERMINAL TDY	5.68	65
D116 ADVISE INDIVIDUALS ON AIR FORCE RESERVE OFFICER TRAINING CORPS (AFROTC)	5.67	67
D122 ADVISE INDIVIDUALS ON ENTRY OR APPLICATION REQUIREMENTS FOR THE AIR FORCE PREPARATORY SCHOOL OR AIR FORCE ACADEMY	5.64	46
D119 ADVISE INDIVIDUALS ON COLLEGE SCHOLARSHIP PROGRAMS	5.59	51
D111 ADVISE APPLICANTS ON HOW TO PREPARE REQUESTS FOR ENTRY IN TO AFIT	5.56	52
D120 ADVISE INDIVIDUALS ON COMMUNITY COLLEGE OF THE AIR FORCE (CCAF) PROGRAMS	5.25	83
D121 ADVISE INDIVIDUALS ON EDUCATIONAL ALLOWANCES UNDER VA PROGRAMS	5.17	79
D110 ADVISE APPLICANTS ON DEFENSE ACTIVITY FOR NONTRADITIONAL EDUCATION SUPPORT (DANTES) PROGRAMS	5.00	76

TABLE 12

TASKS RATED LOWEST IN TASK DIFFICULTY BY SENIOR 751X0 PERSONNEL

TASK	TASK DIFFICULTY	PERCENT MEMBERS PERFORMING (N=168)
E141 ASSIST APPLICANTS IN ENROLLING IN ECI COURSES	3.53	83
K426 MAINTAIN FILES OF CDC ENROLLMENT APPLICATIONS	3.51	42
K419 MAINTAIN CLASS ATTENDANCE RECORDS	3.35	18
G189 DISTRIBUTE ANNOUNCEMENTS OF EDUCATION SERVICES PROGRAMS	3.29	52
G191 MAINTAIN FILES OF CATALOGUES OR BULLETINS OF SCHOOLS, COLLEGES, OR UNIVERSITIES	3.18	58
K421 MAINTAIN ECI CATALOGUE FILES	3.18	54
F174 DISTRIBUTE LOCAL EDUCATIONAL SURVEYS	3.16	25
E151 ORDER ECI COURSE SUPPLIES OR MATERIALS	3.16	58
D137 RECORD INTERVIEWS, AND ACTION TAKEN, ON INDIVIDUAL RECORD EDUCATION SERVICES PROGRAM FORMS (AF FORM 186)	3.12	79
K432 MAINTAIN FILES OF MICROFICHE COLLEGE CATALOGUES	3.07	52
D134 INITIATE AF FORM 186	2.98	82
E147 ASSIST INDIVIDUALS IN PREPARING REQUEST FOR COMMUNITY COLLEGE OF THE AIR FORCE TRANSCRIPT FORMS (AF FORM 2099)	2.98	83
E149 MAIL OFFICER EDUCATIONAL TRANSCRIPTS TO AFIT	2.92	55
K467 PREPARE STUDENT REQUESTS FOR ASSISTANCE FORMS (ECI FORM 17)	2.90	43
K458 POST GRADES TO AF FORM 186	2.85	59
D138 SCHEDULE COUNSELING APPOINTMENTS	2.29	60

TABLE 13

"ADVISING" TASKS RATED BELOW AVERAGE IN TASK DIFFICULTY

<u>TASK</u>	<u>TASK DIFFICULTY</u>	<u>PERCENT MEMBERS PERFORMING (N=168)</u>
D117 ADVISE INDIVIDUALS ON AVAILABLE OFF DUTY EDUCATION PROGRAMS	4.85	82
D132 ADVISE PERSONNEL ON PROGRAMS FOR OBTAINING HIGH SCHOOL DIPLOMAS OR GED	4.83	64
D126 ADVISE INDIVIDUALS ON HOW TO SECURE CREDIT FOR MILITARY EXPERIENCES OR SCHOOLS	4.83	80
D124 ADVISE INDIVIDUALS ON GRADUATE RECORD EXAMS (GRE)	4.71	50
D131 ADVISE INDIVIDUALS ON THE VETERAN'S EDUCATIONAL ASSISTANCE PROGRAM (VEAP)	4.69	77
D114 ADVISE DEPENDENTS ON LOCAL EDUCATIONAL OPPORTUNITIES	4.65	71
D130 ADVISE INDIVIDUALS ON THE INDIVIDUAL DEVELOPMENT AND EDUCATIONAL ADVANCEMENT (IDEA) PROGRAM	4.62	57
D129 ADVISE INDIVIDUALS ON SERVICEMAN OPPORTUNITY COLLEGES (SOC)	4.32	50
D118 ADVISE INDIVIDUALS ON CAREER DEVELOPMENT, SUCH AS PME COURSES	4.31	71
D115 ADVISE INDIVIDUALS ON AIR FORCE EDUCATIONAL GOALS	4.26	79
D128 ADVISE INDIVIDUALS ON PROCEDURES TO OBTAIN PAST EDUCATIONAL RECORDS	4.19	76
D123 ADVISE INDIVIDUALS ON ECI COURSES	4.03	83

TABLE 14

ADMINISTRATIVE TASKS IN DESCENDING ORDER OF TASK DIFFICULTY

TASK	TASK DIFFICULTY	PERCENT MEMBERS PERFORMING (N=168)
F169 COMPLETE EDUCATION SERVICES PROGRAM REPORT FORMS (AF FORM 1007)	7.83	46
E150 MAINTAIN EDUCATION EXPENSE LEDGERS	5.78	35
E139 ASSIST APPLICANTS IN APPLYING FOR MEDICAL OR LEGAL EDUCATIONAL PROGRAMS	5.72	28
E167 REVIEW PERMISSIVE TDY REQUEST-OPERATION BOOTSTRAP FORMS (AF FORM 204)	5.44	40
K435 MAINTAIN FILES OF REFUND OF TUITION ASSISTANCE-EDUCATION SERVICES PROGRAM FORMS (AF FORM 118)	5.00	44
E140 ASSIST APPLICANTS IN ENROLLING IN CORRESPONDENCE COURSES OFFERED BY OTHER SERVICES	4.94	55
E145 ASSIST APPLICANTS IN PREPARING REQUESTS FOR INTERSERVICE EDUCATIONAL ASSISTANCE	4.67	38
E152 PREPARE ACADEMIC EDUCATION DATA FORMS (AF FORM 1033)	4.66	70
K291 CODE TRANSCRIPTS FOR ENTRIES ON MILITARY RECORDS	4.57	30
E157 PREPARE REQUEST FOR PAYROLL DEDUCTION	4.54	33
E156 PREPARE OBLIGATION AUTHORITY FORMS (AF FORM 405)	4.50	29
E153 PREPARE APPLICATIONS FOR VETERANS' EDUCATIONAL ASSISTANCE	4.48	55
E154 PREPARE CASH COLLECTION VOUCHER FORMS (DD FORM 1131)	4.48	48
E146 ASSIST INDIVIDUALS IN PREPARING CCAF REGISTRATION APPLICATION FORMS (AF FORM 968)	4.45	76
D136 PREPARE APPLICATION FOR EVALUATION OF EDUCATIONAL EXPERIENCES DURING MILITARY SERVICES FORMS (DD FORM 295)	4.40	57
D125 ADVISE INDIVIDUALS ON COMPLETING AUTHORITY FOR TUITION ASSISTANCE-EDUCATION SERVICE PROGRAM FORMS (AF FORM 1227)	4.33	79
E144 ASSIST APPLICANTS IN PREPARATION OF CODE 51 EDUCATIONAL DEFERMENT REQUEST	4.26	49
E158 PROCESS AF FORM 1227	4.23	67
E162 REVIEW AF FORM 1227	4.21	64

ANALYSIS OF CAREER LADDER DOCUMENTS

AFR 39-1 Specialty Descriptions

Survey data for the 751X0 career ladder were compared against the AFR 39-1 Specialty Descriptions, dated 31 October 1978 (for AFSCs 75130, 75150, and 75170). These descriptions are intended to give a broad overview of the duties and tasks required of the various skill level personnel.

AFSCs 75110/75130/75150. This specialty description, as written, is not totally supported by the survey data. Paragraph 2a, "prepares and maintains education services records and files", contains many tasks which are no longer being performed. Other tasks should be updated and new tasks should be added. For example, no direct mention is made of "advising or assisting individuals on completing various education program forms," yet this is a major part of the job. Also, "maintains administrative and technical files" could be expanded to include such things as "maintains ECI catalogue files; maintains files of microfiche college catalogues; maintains files of forms and application blanks; and maintains catalogues or bulletins of schools, colleges, or universities." In addition, all mention of tests, testing logs, and materials should be deleted since these tasks are not a major part of the 751X0 job.

Existing paragraphs 2b and 2d should be scaled down drastically since the functions they describe are NOT a major aspect of the job. In looking at the survey data in terms of job structure, DAFSC analysis, and AFMS analysis, very little time was spent by very few individuals on preparing or conducting education surveys; collecting, collating, and interpreting statistical data; administering tests; and organizing group study classes. In summary, a complete reworking of the specialty description is needed if the tasks being performed by 751X0 incumbents are to be accurately described.

AFSC 75170. Many of the same problems mentioned above also apply to the 7-skill level description. The current description clearly portrays the job of a 7-skill level as one of a supervisory or managerial role and this is clearly not the case according to the survey data. By and large, the major aspects of the 7-skill level's job are the same as found at the 5-skill level--that of advising individuals on education opportunities and assisting these individuals in enrolling. Supervisory functions described in paragraphs 2a, 2b, 2c, and 2d are performed in general by less than 50 percent of 7-skill level incumbents. In fact, the total time spent on supervisory duties was only 26 percent. Thus, the current 75170 specialty description presents a distorted and incorrect picture of the job actually being performed by these incumbents in the field. A complete revision along the same lines as the 5-skill level description would better reflect a more accurate picture of tasks performed.

Specialty Training Standard (STS)

A comprehensive review of STS 751X0, dated September 1977, was made, comparing STS items to survey data. STS paragraphs containing general information or subject matter knowledge proficiency requirements were not evaluated.

Overall, many of the major tasks performed by career ladder incumbents, such as advising personnel on educational opportunities (paragraph 6) and enrolling personnel in educational programs and courses (paragraph 7), are somewhat accurately reflected in the STS. However, other paragraphs dealing with counseling personnel on educational opportunities (paragraph 5), organizing and managing on-base study courses (paragraph 8), determining educational needs of base personnel (paragraph 10), and supporting the education of dependent children (paragraph 11) reflect minor functions being performed by very few people. In addition, paragraph 9, testing personnel in educational programs, should be deleted since testing is no longer being handled by most military 751X0 personnel.

Several revisions to the basic STS would be helpful:

a. Delete paragraph 5, counseling personnel on educational opportunities. Most of the job performed by 751X0's is to advise personnel which is primarily covered in Paragraph 6.

b. Expand paragraph 6 to include topics not included but performed by a fairly high number of incumbents (see Table 15, Area I).

c. Modify paragraph 7 to cover primarily administrative tasks. This would involve assisting applicants in preparing application and enrollment forms, initiating and maintaining AF Form 186 (currently covered in paragraph 5), preparing and processing tuition assistance forms, and reviewing and interpreting transcripts (see Table 15, Area III).

d. Review paragraph 8, organizing and managing on-base study courses, for appropriateness. As survey data show, this area is not being handled by many 751X0 personnel. Perhaps less detail in the STS would be more appropriate in light of this trend.

e. Delete or revise extensively paragraph 9, testing personnel in educational programs. Most of the testing functions are now being handled by professional testing civilians on a contract basis.

f. Revise paragraph 11, supporting the education of dependent children. Most of these tasks are performed by very few individuals (generally less than 20 percent). Add an additional task to this paragraph (see Table 15, Area IV).

g. Expand paragraph 13g to include a more specific listing of files maintained (see Table 15, Area III).

TASKS NOT REFERENCED TO STS PARAGRAPHS
(PERCENT PERFORMING)

AREA I: ADVISING INDIVIDUALS OF EDUCATIONAL OPPORTUNITIES	75150	75170
ADVISE INDIVIDUALS ON AIR FORCE ROTC	70	67
ADVISE INDIVIDUALS ON GRADUATE RECORD EXAMS (GRE)	49	53
ADVISE INDIVIDUALS ON THE VETERAN'S EDUCATIONAL ASSISTANCE PROGRAM (VEAP)	88	72
ADVISE INDIVIDUALS ON CAREER DEVELOPMENT, SUCH AS PME COURSES	68	75
AREA II: MAINTAINING FILES		
MAINTAIN FILES OF REFUND OF TUITION ASSISTANCE-EDUCATION SERVICES PROGRAM FORMS (AF FORM 118)	49	44
MAINTAIN FILE OF BILLS AND VOUCHERS	26	25
MAINTAIN FILES OF OBLIGATION AUTHORITY FORMS (AF FORM 405)	28	32
MAINTAIN FILES OF AUTHORITY FOR TUITION ASSISTANCE-EDUCATION SERVICES PROGRAM FORMS (AF FORM 1227)	48	42
MAINTAIN FILES OF CUSTODIAN REQUEST/RECEIPT FORMS (AF FORM 601B)	29	36
MAINTAIN FILES OF CDC ENROLLMENT APPLICATIONS	55	35
MAINTAIN ECI CATALOGUE FILES	65	48
MAINTAIN FILES OF MICROFICHE COLLEGE CATALOGUES	61	49
AREA III: ADMINISTRATIVE TASKS		
PREPARE ACADEMIC EDUCATION DATA FORMS (AF FORM 1033)	83	64
CODE TRANSCRIPTS FOR ENTRIES ON MILITARY RECORDS	28	34
PREPARE REQUEST FOR PAYROLL DEDUCTION	32	37
PREPARE OBLIGATION AUTHORITY FORMS (AF FORM 405)	29	30
PREPARE APPLICATIONS FOR VETERAN'S EDUCATIONAL ASSISTANCE	58	55
PREPARE CASH COLLECTION VOUCHER FORMS (DD FORM 1131)	58	42
PREPARE APPLICATION FOR EVALUATION OF EDUCATIONAL EXPERIENCES DURING MILITARY SERVICES FORMS (DD FORM 295)	62	56
ADVISE INDIVIDUALS ON COMPLETING AUTHORITY FOR TUITION ASSISTANCE-EDUCATION SERVICE PROGRAM FORMS (AF FORM 1227)	93	72
ASSIST APPLICANTS IN PREPARATION OF CODE 51 EDUCATIONAL DEFERRMENT REQUEST	46	54
PROCESS AUTHORITY FOR TUITION ASSISTANCE-EDUCATION SERVICE PROGRAM FORMS (AF FORM 1227)	71	66
ADVISE INDIVIDUALS ON PROCEDURES TO OBTAIN PAST EDUCATIONAL RECORDS	86	73
MAIL OFFICER EDUCATIONAL TRANSCRIPTS TO AFIT	62	53
PREPARE STUDENT REQUESTS FOR ASSISTANCE FORMS (ECI FORM 17)	45	42
INTERPRET CCAF TRANSCRIPTS	86	74
AREA IV: DEPENDENTS		
ADVISE DEPENDENTS ON LOCAL EDUCATIONAL OPPORTUNITIES	84	65

COMPARISON TO PREVIOUS SURVEY

The results of this survey were compared to those of Occupational Survey Report, AFPT 90-751-228, dated 30 June 1976. Overall, the survey findings were quite similar.

Since 1976, the total assigned to the career ladder has dropped from 357 to 267 members. However, the job has remained relatively stable, with similar job groups identified in both studies. Advising and enrolling tasks were predominant in both surveys. The only major differences in job structure involve the Testing Monitor and Curriculum Specialist groups identified in 1976 but not identifiable as distinct groups in the 1980 study. As has been mentioned earlier, testing functions have largely been handled by contract civilians over the last few years.

As in 1976, 51 percent of all career ladder members entering the ladder retrained from another specialty. Also, members continue to show a much higher education level as compared to other Air Force specialties, with only 20 percent stopping with a high school education compared to 16 percent in 1976. Relative job satisfaction has remained high since the 1976 survey, although the percent finding the job interesting has dropped from 87 percent in 1976 to 71 percent in 1980. Most of this drop can probably be traced to continued loss of functions to civilian counselors. Reenlistment trends were about the same in both studies.

Both studies showed similar trends of career progression, with both 5- and 7-skill level incumbents performing essentially the same technical tasks and 7-skill levels performing additional supervisory tasks. Advising and enrollment tasks were common across both skill levels.

And finally, some of the same types of morale problems or irritants were evident in both the 1976 and 1980 studies. Write-in comments in 1976 reflected that several incumbents were upset with civilian guidance counselors being used. Many felt the job of a 751X0 was strictly to provide administrative support to civilians. This same issue has surfaced again in 1980, with several incumbents reflecting similar comments.

IMPLICATIONS

When the Education ladder was first created, the basic job of military 751X0 personnel was to perform a wide variety of education-related functions, including educational testing and counseling. However, today most of these functions have been assigned to civilian employees. Professional civilian counselors handle all educational counseling and professional testing civilians are employed on a contract basis to administer the bulk of educational testing. As a result, the role of military 751X0 incumbents has become one of providing primarily administrative support for base education services offices. Thus, from the standpoint of the tasks being performed and the civilianization of many 751X0 slots, it appears that the Education career ladder is no longer a viable ladder for military personnel.

Quite obviously, if this is the case, several alternatives are open. One possibility would be to merge the education functions with either the 751X2 or 751X3 career ladders. However, this is probably not a viable solution since the just completed occupational survey of all three ladders concluded that personnel in all three ladders were performing separate and distinct functions and should not be merged. A more viable alternative would be to convert all 751X0 positions to civilian slots and delete AFS 751X0 from the Air Force Classification System. Another option would be to convert some positions to professional civilian slots and reclassify remaining military positions as 702X0B slots to handle the administrative workload. Whichever alternative is chosen, it is obvious from this survey that changes are needed.

APPENDIX A

JOB DESCRIPTIONS FOR CLUSTERS AND JOB TYPE GROUPS

TABLE I
EDUCATION SERVICES PERSONNEL CLUSTER
(GRP106)

TASKS	PERCENT MEMBERS PERFORMING
ADVISE INDIVIDUALS ON COMMUNITY COLLEGE OF THE AIR FORCE (CCAF) PROGRAMS	95
ADVISE INDIVIDUALS ON COMPLETING AUTHORITY FOR TUITION ASSISTANCE-EDUCATION SERVICE PROGRAM FORMS (AF FORM 1227)	95
INITIATE INDIVIDUAL RECORD EDUCATION SERVICES PROGRAM FORMS (AF FORM 186)	94
ADVISE INDIVIDUALS ON AVAILABLE OFF DUTY EDUCATION PROGRAMS	94
ASSIST APPLICANTS IN ENROLLING IN EXTENSION COURSE INSTITUTE (ECI) COURSES	94
ASSIST INDIVIDUALS IN PREPARING REQUEST FOR COMMUNITY COLLEGE OF THE AIR FORCE TRANSCRIPT FORMS (AF FORM 2099)	94
ADVISE INDIVIDUALS ON EDUCATIONAL ALLOWANCES UNDER VETERAN'S ADMINISTRATION (VA) PROGRAMS	94
ADVISE INDIVIDUALS ON EXTENSION COURSE INSTITUTE (ECI) COURSES	93
RECORD INTERVIEWS, AND ACTION TAKEN, ON INDIVIDUAL RECORD EDUCATION SERVICES PROGRAM FORMS (AF FORM 186)	92
ASSIST APPLICANTS IN ENROLLING IN EXTENSION COURSE INSTITUTE (ECI) COURSES	92
ADVISE INDIVIDUALS ON THE VETERAN'S EDUCATIONAL ASSISTANCE PROGRAM (VEAP)	92
ADVISE INDIVIDUALS ON HOW TO GET CREDIT FOR MILITARY EXPERIENCES OR SCHOOLS	91
ADVISE APPLICANTS ON DEFENSE ACTIVELY FOR NONTRADITIONAL EDUCATION SUPPORT (DANTES) PROGRAMS	90
INTERPRET DANTES EXAM RESULTS	89
ADVISE INDIVIDUALS ON ACHIEVING EDUCATIONAL GOALS	89
ASSIST INDIVIDUALS IN PREPARING REQUEST FOR COMMUNITY COLLEGE OF THE AIR FORCE TRANSCRIPT FORMS (AF FORM 2099)	89
REVIEW INDIVIDUAL REQUEST EDUCATION SERVICES PROGRAM FORMS (AF FORM 1227) FOR TUITION ASSISTANCE ELIGIBILITY	88
ADVISE INDIVIDUALS ON HOW TO GET CREDIT FOR MILITARY EDUCATIONAL EXPERIENCE	87
ADVISE INDIVIDUALS ON ACHIEVING EDUCATIONAL GOALS	85
PREPARE REQUEST FOR EDUCATION SERVICE PROGRAM FORMS (AF FORM 1227)	82

TABLE II
EDUCATION ADVISING AND ENROLLMENT PERSONNEL JOB TYPE
(GRP649)

TASKS	PERCENT MEMBERS PERFORMING
INITIATE INDIVIDUAL RECORD EDUCATION SERVICES PROGRAM FORMS (AF FORM 186)	100
ADVISE INDIVIDUALS ON COMPLETING AUTHORITY FOR TUITION ASSISTANCE- EDUCATION SERVICE PROGRAM FORMS (AF FORM 1227)	98
RECORD INTERVIEWS, AND ACTION TAKEN, ON INDIVIDUAL RECORD EDUCATION SERVICES PROGRAM FORMS (AF FORM 186)	98
ASSIST APPLICANTS IN ENROLLING IN EXTENSION COURSE INSTITUTE (ECI) COURSES	98
ADVISE INDIVIDUALS ON EDUCATIONAL ALLOWANCES UNDER VETERAN'S ADMINISTRATION (VA) PROGRAMS	98
INTERPRET CCAF TRANSCRIPTS	96
ASSIST INDIVIDUALS IN PREPARING REQUEST FOR COMMUNITY COLLEGE OF THE AIR FORCE TRANSCRIPT FORMS (AF FORM 2099)	96
ADVISE INDIVIDUALS ON COMMUNITY COLLEGE OF THE AIR FORCE (CCAF) PROGRAMS	94
ADVISE INDIVIDUALS ON AVAILABLE OFF DUTY EDUCATION PROGRAMS	94
ADVISE INDIVIDUALS ON EXTENSION COURSE INSTITUTE (ECI) COURSES	94
REVIEW INDIVIDUAL RECORD EDUCATION SERVICES PROGRAM FORMS (AF FORM 186) TO VERIFY TUITION ASSISTANCE ELIGIBILITY	94
ADVISE INDIVIDUALS ON THE VETERAN'S EDUCATIONAL ASSISTANCE PROGRAM (VEAP)	94
ASSIST INDIVIDUALS IN PREPARING COMMUNITY COLLEGE OF THE AIR FORCE REGISTRATION APPLICATION FORMS (AF FORM 968)	93
ASSIST APPLICANTS IN ENROLLING IN OFF DUTY CLASSES	93
ADVISE INDIVIDUALS ON PROCEDURES TO OBTAIN PAST EDUCATIONAL RECORDS	93
ADVISE INDIVIDUALS ON HOW TO SECURE CREDIT FOR MILITARY EXPERIENCES OR SCHOOLS	91
ADVISE INDIVIDUALS ON AF EDUCATIONAL GOALS	91
ADVISE APPLICANTS ON DEFENSE ACTIVITY FOR NONTRADITIONAL EDUCATION SUPPORT (DANTES) PROGRAMS	91
PREPARE ACADEMIC EDUCATION DATA FORMS (AF FORM 1033)	87
ADVISE APPLICANTS ON AIRMAN EDUCATION AND COMMISSIONING PROGRAMS (AECF)	87

TABLE III
BASE EDUCATION SERVICES NCO's JOB TYPE
(GRP572)

TASKS	PERCENT MEMBERS PERFORMING
ADVISE INDIVIDUALS ON COMMUNITY COLLEGE OF THE AIR FORCE (CCAF) PROGRAMS	100
ADVISE INDIVIDUALS ON COMPLETING AUTHORITY FOR TUITION ASSISTANCE-EDUCATION SERVICE PROGRAM FORMS (AF FORM 1227)	100
ASSIST APPLICANTS IN ENROLLING IN OFF DUTY CLASSES	100
ADVISE INDIVIDUALS ON HOW TO SECURE CREDIT FOR MILITARY EXPERIENCES OR SCHOOLS	100
ASSIST INDIVIDUALS IN PREPARING REQUEST FOR COMMUNITY COLLEGE OF THE AIR FORCE TRANSCRIPT FORMS (AF FORM 2099)	100
RECORD INTERVIEWS, AND ACTION TAKEN, ON INDIVIDUAL RECORD EDUCATION SERVICES PROGRAM FORMS (AF FORM 186)	100
ADVISE INDIVIDUALS ON EDUCATIONAL ALLOWANCES UNDER VETERAN'S ADMINISTRATION (VA) PROGRAMS	100
INITIATE INDIVIDUAL RECORD EDUCATION SERVICES PROGRAM FORMS (AF FORM 186)	100
ADVISE APPLICANTS ON DEFENSE ACTIVITY FOR NONTRADITIONAL EDUCATION SUPPORT (DANTES) PROGRAMS	100
INTERPRET CCAF TRANSCRIPTS	98
ADVISE INDIVIDUALS ON AVAILABLE OFF DUTY EDUCATION PROGRAMS	98
ADVISE INDIVIDUALS ON EXTENSION COURSE INSTITUTE (ECI) COURSES	98
ASSIST APPLICANTS IN ENROLLING IN EXTENSION COURSE INSTITUTE (ECI) COURSES	98
ADVISE INDIVIDUALS ON AF EDUCATIONAL GOALS	98
ADVISE INDIVIDUALS ON THE VETERAN'S EDUCATIONAL ASSISTANCE PROGRAM (VEAP)	98
ASSIST INDIVIDUALS IN PREPARING COMMUNITY COLLEGE OF THE AIR FORCE REGISTRATION APPLICATION FORMS (AF FORM 968)	97
REVIEW INDIVIDUAL RECORD EDUCATION SERVICES PROGRAM FORMS (AF FORM 186) TO VERIFY TUITION ASSISTANCE ELIGIBILITY	97
ADVISE INDIVIDUALS ON CAREER DEVELOPMENT, SUCH AS PROFESSIONAL MILITARY EDUCATION (PME) COURSES	97
ADVISE INDIVIDUALS ON PROCEDURES TO OBTAIN PAST EDUCATIONAL RECORDS	97
ADVISE APPLICANTS ON AIRMAN EDUCATION AND COMMISSIONING PROGRAMS (AECF)	97

TABLE IV
EDUCATION ADMINISTRATIVE SPECIALISTS JOB TYPE
(GRP335)

TASKS	PERCENT MEMBERS PERFORMING
ASSIST APPLICANTS IN ENROLLING IN EXTENSION COURSE INSTITUTE (ECI) COURSES	100
INITIATE INDIVIDUAL RECORD EDUCATION SERVICES PROGRAM FORMS (AF FORM 186)	100
RECORD INTERVIEWS, AND ACTION TAKEN, ON INDIVIDUAL RECORD EDUCATION SERVICES PROGRAM FORMS (AF FORM 186)	100
ASSIST INDIVIDUALS IN PREPARING REQUEST FOR COMMUNITY COLLEGE OF THE AIR FORCE TRANSCRIPT FORMS (AF FORM 2099)	100
ASSIST APPLICANTS IN ENROLLING IN OFF DUTY CLASSES	100
ASSIST INDIVIDUALS IN PREPARING COMMUNITY COLLEGE OF THE AIR FORCE REGISTRATION APPLICATION FORMS (AF FORM 968)	86
ADVISE INDIVIDUALS ON EXTENSION COURSE INSTITUTE (ECI) COURSES	86
ADVISE INDIVIDUALS ON COMPLETING AUTHORITY FOR TUITION ASSISTANCE-EDUCATION SERVICE PROGRAM FORMS (AF FORM 1227)	86
POST GRADES TO INDIVIDUAL RECORD EDUCATION SERVICES PROGRAM FORMS (AF FORM 186)	86
ADVISE INDIVIDUALS ON AVAILABLE OFF DUTY EDUCATION PROGRAMS	86
MAINTAIN EXTENSION COURSE INSTITUTE (ECI) CATALOGUE FILES	86
INTERPRET CCAF TRANSCRIPTS	71
ADVISE INDIVIDUALS ON COMMUNITY COLLEGE OF THE AIR FORCE (CCAF) PROGRAMS	71
ORDER ECI COURSE SUPPLIES OR MATERIALS	71
MAINTAIN FILES OF CATALOGUES OR BULLETINS OF SCHOOLS, COLLEGES, OR UNIVERSITIES	71
ADVISE INDIVIDUALS ON EDUCATIONAL ALLOWANCES UNDER VETERAN'S ADMINISTRATION (VA) PROGRAMS	71
ADVISE INDIVIDUALS ON HOW TO SECURE CREDIT FOR MILITARY EXPERIENCES OR SCHOOLS	71
BRIEF INCOMING PERSONNEL ON EDUCATIONAL SERVICES	57
SCHEDULE COUNSELING APPOINTMENTS	57
PREPARE ACADEMIC EDUCATION DATA FORMS (AF FORM 1033)	57

TABLE A
MAJCOM EDUCATION PERSONNEL JOB TYPE
(GRP231)

<u>TASKS</u>	<u>PERCENT MEMBERS PERFORMING</u>
DRAFT CORRESPONDENCE	100
REVIEW PERMISSIVE TDY REQUEST-OPERATION BOOTSTRAP FORMS (AF FORM 204)	100
MAINTAIN FILES OF BOOTSTRAP TEMPORARY DUTY (TDY) APPLICATIONS	100
COMPLETE EDUCATION SERVICES PROGRAM REPORT FORMS (AF FORM 1007)	100
ADVISE APPLICANTS ON NONTERMINAL PERMISSIVE TEMPORARY DUTY (NLT)	100
ADVISE APPLICANTS ON TERMINAL TDY	100
ADVISE INDIVIDUALS ON COMMUNITY COLLEGE OF THE AIR FORCE (CCAF) PROGRAMS	100
ADVISE INDIVIDUALS ON THE VETERAN'S EDUCATIONAL ASSISTANCE PROGRAM (VEAP)	100
ADVISE INDIVIDUALS ON AVAILABLE OFF DUTY EDUCATION PROGRAMS	80
ADVISE INDIVIDUALS ON EDUCATIONAL ALLOWANCES UNDER VETERAN'S ADMINISTRATION (VA) PROGRAMS	80
ADVISE INDIVIDUALS ON HOW TO RECEIVE CREDIT FOR MILITARY EXPERIENCES OR SCHOOLS	80
EVALUATE SECURITY PROGRAMS	80
EVALUATE EDUCATION PROGRAMS STATE BY STATE	60
DIRECT ANALYSIS OF STATISTICAL DATA	60
REVIEW DESCRIPTIONS OF COURSES FOR CONFORMITY TO BOOTSTRAP REGULATIONS	60
WRITE STAFF STUDIES, SURVEYS, OR SPECIAL REPORTS	60
REVIEW USAF PUBLICATIONS BULLETINS	60
ADVISE APPLICANTS ON AIRMAN EDUCATION AND COMMISSIONING PROGRAMS (AECOP)	60
EVALUATE SUGGESTIONS	60
PLAN BRIDGES	60

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